**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Problem of the day  ETool-view video to reinforce vocabulary | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Day 1 (Marzano) This is the word Tally Mark  Say the word 3 times  Turn to your neighbor and tell them what you think it is  Let me show you what it looks like and what it doesn’t look like  5 tally marks make a set  Here is the word and what it looks like  Tally IIII=4  DAY 2 (Marzano) Write definition in journal-A number or group of things recorded  Draw a picture and tally | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Pg. 557 workbook…pass out red/yellow counters (kids work with partner)*  *Shake counters and tally red/yellow on worksheet*  *Teacher walks around ask questions like-how many red/yellow? How many altogether? Which color is greater? Which has fewer? How did you get that? What do others think?* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Return to whole group .Teacher walks students through the first problem on the worksheet (pg. 558) to model collecting data using tally marks. Teacher is moving about the room to monitor and support the student learning asking questions like How did you get that answer? Does that answer make sense? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Workbook pages 558-560 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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